

THE OCCUPATIONS OF NEGRO HIGH SCHOOL GRADUATES IN
ATLANTA, GEORGIA

AN ANALYSIS OF THE OCCUPATIONAL RECORDS OF STUDENTS
GRADUATING FROM THREE GEORGIA HIGH SCHOOLS, DURING
THE PERIOD 1926 TO 1936.

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TABLE OF CONTENTS

CHAPTER	PAGE
I INTRODUCTION	1
Birth of the Idea	1
The Purpose of this Study	1
Methods, Sources, and Limitations of Data	2
Other Similar or Related Studies	4
The Importance of this Study	5
II THE HIGH SCHOOL SITUATION IN GEORGIA (PUBLIC EDUCATION AND VOCATIONS)	6
Public High Schools and Vocational Education for Youth	6
Public High Schools for Negroes and Vocational Education	7
Three Negro High Schools of Georgia	9
III BACKGROUNDS OF GRADUATES	13
Social Background	13
Age - Sex - Birthplace - Family Data	15
Educational Background	20
Courses Taken in High School - Choices of Subjects - Part-time Employment	
IV OCCUPATIONAL EXPERIENCES OF GRADUATES	31
Types of Jobs	31
Types of Employers	34
Degrees of Satisfaction	35
Methods of Securing Jobs	40
Mobility of Occupation	42
Cooperation Between School and Graduate	46
V SUMMARY AND CONCLUSIONS	48
APPENDIX	52
A. The percentage distribution of Negroes in occupational groups, in the U. S., in Georgia in 1930; and, among the parents and graduates studied, for 1936	52
B. Questionnaires	53
BIBLIOGRAPHY	56

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LIST OF TABLES

TABLE	PAGE
I Distribution of Graduates Interviewed, by School, Year of Graduation, and Sex	14
II Age of Graduates at Time of Leaving School	16
III Occupation of Father or Mother Compared with Present Occupation of Child	18
IV Choices of High School Subjects	21
V Graduates Who Had Special Training for Present Job . .	23
VI Graduates Who Had Felt a Need for the Special Training Received	24
VII Vocational Courses Which Have Helped on the Job	26
VIII Graduates Receiving Assistance from School Authorities in Securing Job	29
IX Occupations Followed with Reference to Courses Taken in School	28
X Distribution of Graduates Employed at Present, by Schools	31
XI Distribution of Jobs Held Since Graduation, by Broad Occupational Groups	33
XII Types of Employers	34
XIII Degree of Satisfaction on Job	35
XIV Reasons for Graduates' Dissatisfaction on the Job . .	36
XV Distribution of Graduates by Occupations and Types of Employers	38

XVI	Methods of Securing the Present Job	39
XVII	Types of Jobs Compared with Method of Securing Job . .	41
XVIII	Occupational Mobility of Graduates	43
XIX	Number of Years out of School Compared With Number of Jobs on Which Employed	45
XX	Graduates Who Sought Advice from School Authorities in Connection with Vocation	46
XXI	Graduates Whom School Has Sought to Improve in Vocational Status	47

CHAPTER I

INTRODUCTION

Birth of the Idea.- During the fall of 1935, there was held in Atlanta, Georgia, a regional meeting of the National Occupation Conference. There were in attendance at this Conference, white and Negro personnel workers from all sections of the United States where colored workers are employed, presidents and teachers of Negro colleges throughout the South, principals and teachers of the leading colored high schools of the South, and specialists in Vocational Education and Guidance. The purpose of this conference was to "take stock" of the theory and practice of guidance in Negro colleges and high schools, and to make recommendations and suggestions for a more effective plan of vocational guidance and occupational adjustment for the future. It was the general concensus of opinion, that, among other things, everywhere there is a dearth of occupational information available to pupils who drop out of school at the end of the high school career; that there are many misfits among this class because the vocational offerings given to them while in school are not sufficiently diversified, and neither include work in the new industries, nor present adequate try-out and exploratory courses; and, that there is serious neglect in our schools of high school and undergraduate placement.¹

Purpose of this Study.- For ten years now, there have been sent out from the local high school, Booker T. Washington Junior-Senior High School, hundreds of graduates, about fifty per cent of whom never enter college, but join the host of bread winners.

¹

National Occupation Conference. Occupations. Vol. XIV (March, 1936), pp. 560-9

The number of graduates of this institution has grown from 142, in 1927, when the first class graduated, to 444, the graduates of 1936.² The purpose of this study is to find out, first, the occupations in which these students are, and have been engaged; and, by a study of the vocational offerings, the extra-curricular activities, the school choices of subjects, the estimates of help rendered by vocational subjects, and other school and occupational experience, to evaluate the service rendered by the average high school of today in satisfactorily placing its graduates on jobs; and finally, to make certain recommendations which seem feasible in a large and growing city like Atlanta, where unusual educational opportunity is offered, and where Federal aid can be secured with such comparative ease.

Methods, Sources and Limitations of Data.- The study covers a ten-year period, from 1926 to 1936, inclusive, and, for the sake of comparison, will embrace two high schools in other sections of the state, namely, the Ballard High School, in Macon, Georgia, and the Spencer Vocational High School, in Columbus, Georgia. The investigation will be concerned chiefly with the types of jobs held by the graduates; the mobility in employment; the extent to which the school, including principal and teachers, has influenced either choice of occupation, or fitness for successful performance of duties of chosen occupation; the part played by outside employment during the high school career; and comparisons of occupations of parents with those of graduates studied.

The following techniques have been employed in collecting the data,-the examination of school records, the personal interview, and the questionnaire.

2

Atlanta Public Schools. Report of the Supt. of Schools, Atlanta, Ga. 1935-36.

The interviewers were persons with a bachelor's degree from local colleges, and worked under the supervision of a government employee who had received some training in the art of the personal interview. The school records reveal important data on drop-outs from high school, which were of importance to the trained interviewers, and, the writer of this study, in exchange for these records, secured the information which forms the basis of this study. The writer is also well known to many of the earlier graduates of Washington High School, and, in order to get an estimate of the general feeling among the graduates of the part played by the school in fitting its graduates for a vocation, made a few of the interviews with them. Finally, a questionnaire making inquiry concerning vocational education in high schools studied was filled out by school officials,-the assistant principal of one, the librarian of another, and a social science teacher of the third. This material was then constructed into tabular form, and analyzed, the findings forming the basis of this report.

The data presented herein are limited by the random sampling technique employed. Numerically, the sample represents between twelve and fifteen per cent of the total graduates from all the institutions, and, for the exploratory purposes as outlined at the outset of the study, may be regarded as adequate.

Perhaps the most pronounced limitation of the study is the fact that the experiences noted are taken for the present job of the individual, no detailed account being taken on previous jobs, except in the one case of the mobility of occupation. A study of job succession, or a study of all jobs held by each individual, would of course give a better index of the occupational experiences. Allowance also must be made for the fact that there are no figures on the marital

status of the individuals, which would change the picture of the amount of unemployed among graduates, because many of those who were unemployed were married women who had not sought jobs, or who had no jobs at the time of this census.* The fact that the data were collected by different persons might raise a question, which, in this case,^{is} partially answered by the fact that the questionnaires were standardized, and that there were close cooperation and frequent discussions among the persons concerned during the two months in which data were collected.

Other Similar or Related Studies.- Though there has been a keen and growing interest in occupational trends and occupational opportunities for Negroes, no study has been found of the occupations in which Negro boys and girls who definitely drop out of school at the end of the high school career actually participate. There have been studies of occupational choices of Negro high school students in various sections of the country.-in Virginia, Pittsburgh, St. Louis, New York City, Louisville, Kentucky, and in North Carolina; and of occupational opportunities and trends in the cities of New York and Pittsburgh. What should prove very helpful to students and teachers in the State of Georgia, is the manual, "Vocational Guidance for Negroes" recently issued by Ralph W. Bullock and Walter R. Chivers. It discusses the vocational and occupational problems which Negroes over the country face as they attempt to adjust themselves occupationally, and makes comparisons with the situation in Georgia where Negro youth faces additional problems, to those faced by the general group. The manual offers also definite suggestions to teachers and social workers along all phases of guidance. Many schools are already well equipped to give occupational training in many

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"Census" means the time at which questionnaires were filled.

fields, and it is hoped that both teachers and students will use these laboratories to their utmost capacity.³

The Importance of this Study.— Another study made by R. W. Bullock on occupational choices of Negro high school boys shows that 55 per cent of them expressed a desire to follow some one of the professions as a life career.⁴

M. Parks, in a study of the choices of secondary students in the Central High School, Louisville, Kentucky, shows that 52 per cent of these students chose the professions,⁵ From the present study, however, 50 per cent of the high school graduates enter domestic and personal service, and only 17 per cent of them actually enter the professions. Granting that even 25 per cent of the graduates went to college, we see that there would still be a large number who would not follow the occupation of their choice. This study, then, should be important in designating those types of occupations in which high school graduates do find acceptable work, and in encouraging others to make preparation to enter uncrowded fields where high school graduates are succeeding.

³ R. W. Bullock & W. R. Chivers. Vocational Guidance for Negroes. Atlanta, 1927 (mimeographed)

⁴ Ralph W. Bullock. "A Study of Occupational Choice of Negro High School Boys." The Crisis. Vol. XXXVII (Sept., 1930), pp. 301-03.

⁵ M. Parks. "Occupational Survey of Negro High School Students." Louisville, Ky., 1929. (Unpublished manuscript)

CHAPTER II

THE HIGH SCHOOL SITUATION IN GEORGIA (PUBLIC EDUCATION
AND VOCATIONS)Public High Schools and Vocational Education for Youth.- Voca-

tional education in Georgia high schools practically began with the passage of the Smith-Hughes Act by Congress, in 1917. This Act provided a fund for vocational training in Agriculture, Trades and Industries, and Home Economics. In August of the same year, the Georgia legislature passed a bill that gave the State the benefit of this aid. From that time, until 1929, when the George-Reed Bill providing for increased appropriations for Home Economics and Agriculture, in all-day, part-time, and evening classes was passed, this ~~work~~^{aid} was administered by a State Board of Vocational Education. Since then, there has been created, a Division of Vocational Education, under the State Board of Education.

Prior to 1917, there were scattered and notable examples of interest in Vocational Education, largely Home Economics. As early as 1895, "Domestic Science" was introduced as a course, at Rockville Academy, in Putnam County. The period from 1906-1914 saw elementary beginnings in several other Georgia cities,-in 1906, the Industrial High School was opened in Columbus; in 1914, Lanier High School, in Macon, taught cooking, sewing, and carpentry; in Augusta, Savannah, and Atlanta, the white high schools also taught the elements of sewing and cooking. There were no public high schools for Negroes at that time.⁴

4

Standards Committee, Home Economics Assn. History of Home Economics in Georgia. Atlanta, 1933.

Public High Schools for Negroes and Vocational

Education.— Public high school education for Negroes in Georgia is quite recent, for, prior to 1924, when the first Negro high schools were accredited, most of the high schools for Negroes were attached to private institutions of higher learning for Negroes.⁵ This accounts for the fact that a few Negroes, those who could pay for high school education, have been exposed to courses in Vocational Education for a much longer time than the whites. Industrial work was taught at Spelman College as early as 1883, at Clark University for the first time in 1892, and at Paine College, in 1902. High school students attending these schools were required to take these courses.

High school education for Negroes has followed general tendencies of secondary education in Georgia,—emphasis on aesthetic and economic values, only the Negro leaders have felt that emphasis should be stressed in the case of economic values. Economically, Negro schools have received much in the way of buildings, equipment, and even salaries from the Anna T. Jeanes and the John F. Slater Funds (now known as the Southern Education Foundation, Inc.), from the Rosenwald Fund, and from the General Education Board. It is only within the last five years that the State has begun to share the major portion of the financial burden of supporting public high school education for Negroes. The organization has not been difficult or extended, because many of the present public high schools for Negroes are an outgrowth of the County Training Schools begun by private philanthropy.

Public high school education for the Negroes of the state, however, since its beginning, has grown by leaps and bounds.

In the period from 1924 to 1932, twenty-nine high schools for Negroes were placed on the accredited list, fourteen of them public high schools, and fifteen of them, private. In July, 1936, there were forty accredited Negro high schools, and only ten of them private. All the colleges have dropped their high school departments, and many private high schools for Negroes have become public. All the high schools of the state, including County Training schools, offer practical vocational courses for boys and girls, the number and kind depending on the locality. The Negro schools offer also vocational courses in nursing, laundering, and other adult vocations.⁶

According to the Report of the Division of Vocational Education for 1936, during the years 1932-34, more than 40,000 persons in Georgia were enrolled in vocational classes of high school level. Of these, there were 14,044 in Agriculture, 14,398 in Home Economics, and 11,557 in Trades. While there are no separate figures available on the enrollment of Negroes, it was known that they were well represented in this enrollment. In a number of the counties of the state, there are Negro high schools that had departments of Home Economics, Agriculture, or Trades approved for State and Federal aid for 1936-37. There are other schools in the state which have vocational departments, but are not receiving funds from outside sources because they have not met the requirements. It is hoped by those in authority that, during the 1937-38 term, all these schools having vocational departments will provide the minimum requirements of classroom space, equipment, and qualified teachers. The money is now available, and the major problem centers about securing teachers with adequate training. Already there are

scattered throughout the state, 42 federally assisted Agricultural departments for Negroes; 33 Home Economics units; and 9 Trade units.⁷

Three Negro High Schools of Georgia.— For this study, three high schools, located in different parts of the state, have been chosen. The Booker T. Washington Junior-Senior High School, of Atlanta, holds chief interest, and others are used as a basis for comparisons. Washington High is a public high school, a combination junior and senior high school in one building, in a system where the K-6-3-3 organization prevails. The senior high part of this unit consists of three grades, the 10th, 11th, and 12th. This school, the first public high school for Negroes in the City of Atlanta, was opened in the fall of 1925, and, since 1927, has sent out 11 graduating classes, ranging in number from 142, the first class, to 444, the present class. The school has a senior high enrollment of 1563 pupils and 48 teachers. In the same building, the junior high department has an enrollment of 1882 pupils with 38 teachers.⁸ From the beginning, the school has offered to its senior high pupils some vocational education. For the girls, there were courses in Foods, Clothing, and Millinery. In 1931, the millinery course as such was discontinued, and Millinery was made one unit of the Clothing course. Handicraft, which was first offered as a separate course, was made a part of the course in Fine Arts, in 1931. For the boys, courses in Wood Work were offered, and are still being offered at the present time. In 1927, Auto Mechanics, Tailoring, and Brick Masonry were added for boys.

7

Georgia Teachers and Educational Association. The Herald. Vol. III (March) 1937, pp. 7-12.

8

Atlanta Public Schools. Report of Supt. of Schools, Atlanta, Ga. (1935-36), p. 164.

For lack of a physical plant, and because of a break-down in the system of apprenticeship by which the practical work was secured, Brick Masonry was discontinued in 1932, and has not been reinstated. The other courses, however, are still given to boys, as also was Foods opened to them in 1932. In 1928, typing and shorthand were offered to both boys and girls under one teacher. All of these courses are elective, as are all of the high school courses except English, Physical Education, and American History. It is expected, however, that all boys and girls will take, during the high school career, one or more courses in Home Economics or Industrial Arts, and they usually do. In the point of enrollment, Washington High School is the largest high school for Negroes in the state, or in the Southeast.

The William H. Spencer Vocational High School, in Columbus, is said to be the most modern and best equipped high school for Negroes in the state. It has an enrollment of 525 pupils, with 18 teachers, including the principal, and operates under the 7-4 plan, as do most of the high schools of the state. Until 1929, there was only a 2-year high school in Columbus, and, in that year, the graduating class was transferred to the new industrial high school as the tenth grade, and graduated from the eleventh grade the next year, 1931.

In this school, courses in Foods and Dietetics, Clothing, and Laundering have been offered for the girls, and courses in Carpentry, Brick Masonry, and Auto Mechanics for the boys. Of this school, J. C. Dixon, Supervisor of Negro Education for the State of Georgia, said in 1931, "The William H. Spencer Vocational High School, in Columbus, is the extreme illustration in vocational offerings for boys. Negro boys here may secure practical training for brick masonry, plastering, cement

work, carpentry, elementary cabinet work, and auto mechanics." ⁹ There are three teachers of girls' industries, and three teachers of boys' industries, and two units toward graduation are allowed for two years work in any one group.

Ballard Normal School is a private high school which has served the people of Macon since about 1900. At present, there is no accredited public high school in that city. High school accrediting in Georgia began in 1903, when the first white high schools were accredited; but it was more than two decades later, 1924, before the first Negro high schools were accredited. In that year, six schools were placed on the accredited list, four of them private schools, and the two of them public. Ballard was one of the private schools, and the two public high schools were Athens High and LaGrange High. Spencer and Washington High Schools were placed on the list in 1932. Ballard has done a high type of work, and has always given vocational offerings similar to those of the other schools, as well as agriculture and teacher training. At present, there is one teacher of girls' industries, of Feeds and Clothing; and one teacher of boys' industries, of Carpentry and mechanical drawing. Teacher training and agriculture have been discontinued, because there has been no demand for these courses from the students, most of whom live in the City of Macon. The school has an enrollment of 200 pupils, with 12 teachers, including the principal.

Though the development of both the educational and vocational programs for Negro high schools in Georgia is of rather recent origin, and, until a few years ago, was rather slow, a recent awakening has caused action from Negro education in general, and from officials of both public and private high schools.

In the next chapter, an attempt has been made to ascertain the effectiveness of the vocational offerings of Negro high schools for the past ten years, as measured by the occupational placement of their graduates.

CHAPTER III.

BACKGROUNDS OF GRADUATES

Social Background.-- This study covers the graduates of three Georgia high schools, whose formal school training ended with the completion of senior high school, during the ten-year period of 1926 to 1936. No pupils who have entered college have been considered. There are 392 persons; 95, or 24.2 per cent of whom are males, and 297, or the remaining 75.8 per cent are females. Table I shows the distribution by schools, by year of graduation, and by sex. Public high school education for Negroes has been available in Columbus longer than in Atlanta or in Macon, but the present Spencer High School is a new, and well-equipped four-year vocational high school for Negroes, opened up in 1929. It sent out its first graduating class in 1931. Washington High School, the first public high school for Negroes in Atlanta, was opened in the fall of 1925, and held its first graduating exercises in June, 1927. Ballard has been sending out graduates for a number of years, which partially accounts for the fact that there are graduates from Ballard for each of the years studied. The ratio of girls to boys is about three to one for all schools, but about two to one for Ballard and Spencer, while it is five to one for Washington. This excess of girls over boys is typical of Negro schools from elementary school through college. It has been the experience of the writer, in making weekly reports of attendance to the Superintendent of Schools, that, up to the third grade, the number of boys usually

TABLE I
DISTRIBUTION OF GRADUATES INTERVIEWED BY SCHOOL, YEAR OF GRADUATION, AND SEX

SCHOOLS	NUMBER OF GRADUATES																																			
	Total			Per Cent			1926			1927			1928			1929			1930			1931			1932			1933			1934			1935		
	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F			
Totals for all Schools	392	95	297	100.0	24.2	75.8	3	-	3	22	3	19	12	1	11	18	2	16	20	5	15	32	2	30	43	11	32	71	18	53	88	24	64	83	29	54
Ballard	61	22	39	15.5	36.1	63.9	3	-	3	4	-	4	2	-	2	3	-	3	10	2	8	6	2	4	4	2	2	8	4	4	12	6	6	9	6	3
Spencer*	78	25	53	19.9	32.1	67.9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1	12	4	8	22	6	16	24	6	18	19	9	10	
Washington*	254	48	205	64.6	15.4	84.6	-	-	-	18	3	15	10	1	9	15	2	13	10	3	7	25	-	25	27	5	22	41	8	33	52	12	40	55	14	41

* Spencer High School had its first graduating class in 1931; Washington High, in 1927.

enrolled in public schools is about equal to the number of girls, but, beginning with the fourth grade, the number of boys decreases gradually until, at about the end of the senior high school, the girls outnumber the boys three to one, and sometimes by a greater ratio. The small number of males among the Washington High graduates, during 1936, is partially accounted for by the fact that many boys, being unable to find satisfactory employment, have returned to school, or have entered the CCC camps and the Coast Guard, located in other places. The Coast Guard offers to youths who can pass the mental and physical examination, greater opportunities than the CCC, because of the chances for promotion and permanent employment.

In Table II, it will be noted that the median age of graduation for all schools is 19.2 years; the median for Spencer and Ballard is 18 + , being almost one year lower than the median age for Washington High School, which is 19 + . Public high school education for Negroes in Atlanta is quite recent, just ten years old, and large numbers of boys and girls, who had dropped out of school because they were unable to pay the tuition and other fees in private school, re-entered school when Washington High was opened in 1925. This caused a large number of over-age boys and girls to be enrolled in school during the period, 1925 to 1932. The median age of the present enrollment is much lower, perhaps lower than that of the enrollees in either Ballard or Spencer at the present time. In every instance, the median age of boys is greater by one year than that of the girls, which may be due to the fact that girls are more interested in skipping grades, and are not kept out of school by parents as much as boys. It has also been the experience of the writer that, during the years from 9 to 15, there is very irregular attendance from boys.

TABLE II

AGE OF GRADUATES AT TIME OF LEAVING SCHOOL

SCHOOL	AGE																																			
	TOTALS			14			15			16			17			18			19			20			21			22			23			24 and over		
	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F						
Totals for all Schools	392	95	297	2	1	1	3	2	1	1	9	4	15	50	12	38	10	94	90	21	69	81	21	60	20	11	9	11	7	4	6	3	3	6	3	3
Ballard	61	22	39	-	-	-	-	-	-	5	2	3	8	5	3	27	6	21	10	4	6	7	3	4	2	1	1	-	-	-	-	-	-	2	1	1
Spencer	78	25	53	-	-	-	3	2	1	5	2	3	16	4	12	16	2	14	17	7	10	13	2	11	6	5	1	2	1	1	-	-	-	-	-	-
Washington	253	48	205	2	1	1	-	-	-	9	-	9	26	3	23	61	2	59	63	10	53	61	16	45	12	5	7	9	6	3	6	3	3	4	2	2

Very frequently, parents ask that their boys be excused from school to attend to such business as paying bills for them, or running errands for them, while they attend the regular job. As a result, boys frequently repeat the grade, or drop out of school.

Of 61 graduates living in Macon at the time of the questionnaire, 44, or 72.1 per cent were born in the same city; 16, or 26.2 per cent were born elsewhere in the state; and only 1, or 1.7 per cent was born out of the state. Of the 78 graduates living in Columbus, 53, or 68 per cent were born in Columbus; 16, or 20.5 per cent were born elsewhere in the state; and 9, or 11.5 per cent were born out of the state. In Atlanta, 167, or 66 per cent of the 255 graduates of Washington High School, were born in Atlanta; 74, or 29.2 per cent were born elsewhere in the state; and 12, or 4.7 per cent were born out of the state. From this, we see that the majority of graduates was born in the city in which the school is located. The size of the city and its location determine largely the lack of mobility. In the case of Columbus, the nearness to the state line between Georgia and Alabama will account for the large number from out of the state. The boll-weevil and meager educational opportunities in the rural areas have forced many families to migrate to Atlanta from these rural sections, and we have in Atlanta the largest number of graduates of the local institution coming from other sections of the state. In general, we might say that there is comparatively little mobility among the graduates of the high schools, either before or after graduation.

A study of the occupations of parents will show that their occupations were such as are usually associated more largely with rural life. In Table III, it can be seen that about twice as many parents as children are engaged in agricultural pursuits, and twice as

TABLE III

OCCUPATION OF FATHER OR MOTHER COMPARED WITH THE PRESENT OCCUPATION OF CHILD

TYPES OF OCCUPATIONS (Father or Mother)	TYPES OF OCCUPATIONS (Child)																							
	Totals			Agriculture			Manufacturing and Mechanical Industries			Trade			Public Service			Professional Service			Domestic and Personal Service			Clerical Service		
	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F
Totals for all types	241	79	162	3	3	-	35	14	21	10	8	2	6	6	-	42	6	36	117	33	84	28	9	19
Agriculture	6	1	5	1	1	-	-	-	-	-	-	-	-	-	-	1	-	1	4	-	4	-	-	-
Manufacturing and Mechanical Industries	64	26	38	1	1	-	14	8	6	4	3	1	3	3	-	13	2	11	24	8	16	5	1	4
Transportation and Communication	4	2	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	2	2	-	-	-
Trade	17	7	10	-	-	-	2	1	1	2	1	1	1	1	-	2	-	2	7	2	5	3	2	1
Public Service	11	3	8	-	-	-	1	1	-	-	-	-	2	2	-	1	-	1	5	-	5	2	-	2
Professional Service	19	7	12	-	-	-	5	2	3	-	-	-	-	-	-	6	2	4	4	1	3	4	2	2
Domestic and Personal Service	120	33	87	1	1	-	13	2	11	4	4	-	-	-	-	19	2	17	69	20	49	14	4	10

Note: No parents were found in Forestry and Fishing, Extraction of Minerals, or Clerical Occupations.

many parents as children engaged in manufacturing and mechanical pursuits. For the parent, these latter consisted of such occupations as blacksmith, carpenter, painter, plasterer, shoemaker, and dressmaker, while for the children, these occupations were largely confined to operatives in factories, -in the cotton mills in Macon, and in the pencil and dress factories of Atlanta. These are jobs in which very little special training other than that received on the job was required. A few females among the children were employed as seamstresses on government subsidized projects. It is seen also that 50 per cent of the parents as well as 50 per cent of the children have occupations of domestic and personal service, and, in many instances, more than in other occupations, many children have followed the occupations of the parents. To some extent, this situation has been the result of following lines of least resistance, and not necessarily one of choice, for many persons have used these jobs as stepping-stones to jobs in the white-collar class. Among the parents, there are no clerical occupations. Only recently have a few Negro schools added courses in typewriting and shorthand. Furthermore, Negro business concerns, the largest group of potential employers, are just now beginning to use trained Negro help in large numbers. Among the parents there were a number in professional service, more than half of whom were ministers, pastors of small churches in the rural areas; among the children, those in professional service were teachers and trained nurses, there being no ministers at all among them. The inference is that the parents of children who drop definitely out of school at the end of the high school period come from the low-income groups, those belonging to the laboring or semi-skilled classes; and that children are not especially interested in following lesser skilled occupations of the parents, but that they enter chosen occupation for other and various reasons.

Educational Background of Graduates.- Ballard and Washington High Schools are listed as academic high schools, while both offer both academic and vocational training, while Spencer is listed as an industrial high school, offering also academic and vocational courses. The truth is, that at all of these schools, as at other high schools of the state, the educational offerings are just about the same, with emphasis on the academic side in reality, and emphasis on the industrial or vocational side on paper. The high schools are experiencing the same educational lag which the colleges experience, and pupils are not being trained through life-related situations. Miss Mabel Carney, speaking at a summer school assembly, on July 7, 1937, on the topic, "The Contribution of Negro Education to the General Educational Field" says, "Negro education by developing a close relationship between the work of the school and the life of the people has contributed greatly to the breaking down of that strictly academic and highly formal education that America inherited from Europe. Greatest progress is being made in the development of elementary education in the Negro schools through the work of women in the state departments of education and teacher-training institutions. Less progress is being made in the secondary schools, though these are growing most rapidly. The difficulty with the high schools lies in the tendency to follow the pattern of formal secondary education, to meet requirements of rating associations, rather than develop the type of life-related education which is needed to meet the requirements of the people."¹⁰ This educational lag is shown in the high school choices of subjects made by the graduates, enumerated in Table IV. Here we see that whether it is a first, second, or third choice that is indicated, the students have chosen purely academic subjects.

¹⁰

The Atlanta University Summer School. The Summer School Bulletin.
No. 17 (July 16, 1937).

TABLE IV.
CHOICES OF HIGH SCHOOL SUBJECTS

SUBJECTS	CHOICES											
	Total			1st Choice			2nd Choice			3rd Choice		
	T	M	F	T	M	F	T	M	F	T	M	F
Totals for all subjects	1184	265	919	489	96	393	358	89	269	337	80	257
English	367	62	305	223	22	201	84	20	64	60	20	40
Mathematics	179	47	132	61	13	48	64	18	46	54	16	38
Physical Sciences	160	54	106	48	20	28	50	20	30	62	14	48
Social Sciences	203	63	140	63	27	36	57	17	40	83	19	64
Home Economics	107	1	106	40	-	40	42	-	42	25	1	24
Industrial Arts	19	17	2	9	9	-	8	6	2	2	2	-
Languages, except English	67	12	55	18	1	17	25	6	19	24	5	19
Commercial	33	5	28	12	3	9	13	1	12	8	1	7
Pedagogy	15	-	15	4	-	4	4	-	4	7	-	7
Music	21	3	18	7	1	6	9	1	8	5	1	4
Physical Education	13	1	12	4	-	4	2	-	2	7	1	6

As a first choice, English leads by a wide margin, with less than one-fourth as many pupils making the social sciences, their first choice. A total of 201 girls makes English the first choice, while only 40 show enough interest in Home Economics to select it first. Forty-eight have their chief interest in Mathematics. Among the males, the chief interest is in the Social Sciences, where 27 boys make it a first choice. Twenty-two boys make English the first choice. As a second choice, English is first, with Mathematics and Social Sciences about tied for second place, and Home Economics, third. For third choice, the Social Sciences come first, with English, Mathematics, and the Physical Sciences, trailed by Home Economics. Why this preponderance of English over the other subjects? And why this unpopularity of the vocational subjects with the student body? Throughout the high school period, English is a required subject, and receives maximum credit. Teachers and pupils both realize this, and much time and emphasis are placed on it. To make up also for the deficiency of training and use of spoken English in the average Negro home, teachers have for a long time stressed this all-important subject to the exclusion of other subjects. On the other hand, teachers of the practical and industrial arts have been less prepared academically than teachers of purely literary subjects, and thus have not inspired their students to the point of high interest in vocational subjects. In the field of vocational work, there are many tasks that seem ordinary to the pupils, such as waiting on table, shining shoes, making biscuits, or Southern cornbread, which offer to vocational teachers rare opportunities for training and education. They may, by improving such work, and having the students well prepared for it, make these seemingly unimportant jobs attractive to them, and thus dignify the work. The vocational

TABLE V.

GRADUATES WHO HAD SPECIAL TRAINING FOR PRESENT JOB

[illegible]

TABLE VI.

GRADUATES WHO FELT A NEED FOR THE SPECIAL TRAINING RECEIVED

SCHOOL	NUMBER OF EMPLOYED GRADUATES														
	Totals			Yes			Per cent			No			Per cent		
	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F
Totals for all Schools	139	26	113	78	15	63	100	19.2	80.8	61	11	50	100	18.0	82.0
Ballard	20	4	16	20	4	16	25.6	20.0	80.0	-	-	-	-	-	-
Spencer	27	8	19	10	3	7	12.8	30.0	70.0	17	5	12	27.8	29.4	70.6
Washington	92	14	78	48	8	40	61.6	16.6	83.4	44	6	38	72.2	13.6	86.4

teachers have failed to do this.

While all students who attend high schools have had some courses in the vocations, many have not entered occupations where they have had a special need for the course taken. Of the 241 graduates who were employed, 139, or 57.6 per cent had special training; 78 of the 139, or 56.1 per cent of those who had special training, felt a need for it on the job. (See Tables V and VI). They gave as a reason for not needing the special training, that the training on the job was so different from the way it was done in school that they had found it necessary to learn all over again. Perhaps there should be more chance for apprenticeship similar to that which is at present being tried in a number of high schools in the United States. If not apprenticeship, certainly a closer connection between the training and the field of action than now exists. Many pupils have felt no need, because they are working at something different from that for which they have been trained. A boy who had special courses in tailoring is employed as a bus boy at a cafe. Has he had special training? No and yes. The exploratory courses for boys are too few, and are not closely enough related to life situations. The percentage of girls with special training is about four times that of the boys at Ballard, two times that of boys at Spencer, and six times at Washington, and it is just in that proportion that training is given to the girls. The shops for girls are four, two, and six times respectively as many as for boys.

In Table VII, we have the various types of courses which are offered in the high schools, and which have been of service to some of the graduates. Agricultural courses offered now only at Spencer, have been discounted at Ballard, and have never been offered at Washington High School.

These courses, when offered, were open to both boys and girls, and yet no girls seemed to feel the benefits of them. The various courses in Home Economics have always been offered at all the schools, but open only to girls, except at Washington High, where recently boys have been permitted to enter the Foods classes. The trade and industrial arts courses have been offered to boys only, except handicraft which was given to both boys and girls. All other courses are open to both sexes. Many more vocational courses than these mentioned are needed to take care of the large enrollment at these schools, but the cost of equipment, the lack of housing space, and even the inability to secure trained teachers, are items to be considered, and are largely responsible for dearth of such courses. With the growing interest in out-door life, there should be more agricultural courses such as would arouse an interest in vegetable and flower gardens, in nurseries, and in lawn care. There might well be introduced such courses as electricity, radio, and beauty culture, most modern and probably most appealing of the trades, and yet no one of these schools has offered any of these things to its pupils. The type of course taken in school gives no indication of what occupation the pupil will follow, as shown by Table IX.

A very large percentage of those taking Home Economics courses entered domestic and personal service, while many persons who took academic courses also entered domestic and personal service. Some graduates are doing clerical work who took the academic course in high school. Students from all schools have entered the teaching profession, even though Ballard was the only one of the high schools that had ever offered a course in teacher training. That course has been discontinued at Ballard. Teacher training was one of the courses offered to pupils when Ballard was doing both the work of high school and normal school. With the rise of the public high school, there have sprung up over the

TABLE IX

OCCUPATIONS FOLLOWED WITH REFERENCE TO COURSES TAKEN IN SCHOOL-ALL SCHOOLS

COURSE	TYPES OF OCCUPATIONS																							
	Totals			Agriculture			Manufacturing and Mechanical Industries			Trade			Public Service			Professional Service			Domestic and Personal Service			Clerical Service		
	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F
Totals for all courses	415	145	270	3	3	-	63	22	41	37	31	6	11	11	-	57	10	47	205	57	148	39	11	28
Academic	169	71	98	-	-	-	28	10	18	12	12	-	6	6	-	11	3	8	94	34	60	18	6	12
Industrial Arts	45	29	16	1	1	-	7	4	3	14	10	4	-	-	-	6	2	4	16	11	5	1	1	-
Teacher Training	18	-	18	-	-	-	-	-	-	-	-	-	-	-	-	13	-	16	-	-	-	2	-	2
Home Economics	89	7	82	-	-	-	19	3	16	-	-	-	-	-	-	-	-	-	50	4	55	11	-	11
Commercial	46	14	32	-	-	-	5	2	3	1	1	-	-	-	-	15	4	11	21	4	17	4	3	1
General	48	24	24	2	2	-	4	3	1	10	8	2	5	5	1	9	1	8	15	4	11	3	1	2

Only 11 pupils acknowledged receiving any assistance from school authorities in receiving jobs. The graduates simply consulted relatives and friends, or went to places where they thought work might be available, and made personal application. Some have been successful, and others have not. The next chapter will describe some of the vocational experiences which these young persons have had.

CHAPTER IV.

OCCUPATIONAL EXPERIENCES OF GRADUATES

Types of Jobs.— School training is one thing, and landing a job is quite another, as is shown by an analysis of tables in this chapter which deals with the types of jobs, the types of employers, the method of securing jobs, and occupational mobility.

TABLE X.

DISTRIBUTION OF GRADUATES EMPLOYED AT PRESENT,
BY SCHOOLS

SCHOOL	NUMBER OF PERSONS								
	All graduates			Employed Graduates			Per cent of Employed Graduates		
	T	M	F	T	M	F	T	M	F
All Schools	392	95	297	241	79	162	61.7	83.1	54.4
Ballard	61	22	39	45	18	27	73.7	81.8	69.2
Spencer	78	25	53	56	22	34	71.7	88.0	64.1
Washington	253	48	205	140	39	101	55.3	81.2	49.2

Of the 392 graduates studied, 84 are classed as first-job seekers, because they have never been successful in securing the first job, though a few of them have been out of school for three or four years. Of the remaining 308, only 241 were regularly employed at the time of the questionnaire.

The percentage of employed males is much larger than that of females, 83.1 per cent of the former having found work, while only 54.5 per cent of the latter had been so successful (see Table X). This holds true for all the schools.

In Table XI, we have a distribution of jobs according to broad occupational groups, and there we see that the greatest per cent of jobs, practically one-half of them, fall under domestic and personal service. There seem to be very few agricultural jobs, despite the fact that gardening, nursery work, yard work and landscaping offer excellent opportunities here in Atlanta and elsewhere, where the slogan, "A house is not a home until the yard is planted", carries so much weight, and where the separate dwelling is so much in vogue. The teaching job is the predominating job of the professions, but that is becoming a closed field for high school graduates with the raising of standards for certification of rural teachers. The "recreation leader" is practically a new occupation created by the Works Progress Administration since the 15th census, the classification used in this study, and, for this study, was classified as professional service. There are a few jobs in which there is a cross-over, that is, jobs held by men and women. However, certain jobs are regarded as largely the province of male workers-as porters and messengers, while laundresses, domestic service and hair dressers are the chief occupations of female workers. No job had been held in the field of forestry and fishing, or in the extraction of minerals, because there is no field for that kind of work in the communities studied. It is strange, however, that there are no jobs in the field of transportation and communication. These 396 jobs were held by 308 graduates, exclusive of 84 first-job seekers, or persons who had no jobs.

TABLE XI

DISTRIBUTION OF JOBS HELD SINCE GRADUATION, BY BROAD OCCUPATIONAL GROUPS

JOBS	SCHOOLS											
	Total			Ballard			Spencer			Washington		
	T	M	F	T	M	F	T	M	F	T	M	F
Totals for all jobs	396	143	253	78	35	43	73	32	41	245	76	169
Agriculture	3	3	-	-	-	-	-	-	-	-	-	-
Farmer (hand)	3	3	-	1	1	-	-	-	-	2	2	-
Manufacturing and Mechanical Industries	57	22	35	-	-	-	-	-	-	-	-	-
Carpenter	7	7	-	3	3	-	4	4	9	-	-	-
Seamstress	15	-	15	-	-	-	3	-	3	12	-	12
Operative (bakery)	1	1	-	-	-	-	-	-	-	1	1	-
Operative (factory)	34	14	20	10	4	6	6	2	4	18	8	10
Trade	37	31	6	-	-	-	-	-	-	-	-	-
Clerk in Store	7	2	5	5	1	4	-	-	-	2	1	1
Insurance Agent	4	4	-	1	1	-	1	1	-	2	2	-
Porter (store)	19	19	-	1	1	-	6	6	-	12	12	-
News Dealer	7	6	1	2	2	-	-	-	-	5	4	1
Public Service	11	11	-	-	-	-	-	-	-	-	-	-
Porter	11	11	-	2	2	-	-	-	-	9	9	-
Professional Service	53	10	43	-	-	-	-	-	-	-	-	-
Dentist	1	1	-	-	-	-	1	1	-	-	-	-
Musician	2	-	2	1	-	1	-	-	-	1	-	1
Nurse (trained)	3	-	3	-	-	-	-	-	-	3	-	3
Teacher	38	4	34	19	2	17	10	2	8	9	-	9
Recreation Leader	9	5	4	2	1	1	3	2	1	4	2	2
Domestic and Personal Service	196	55	141	-	-	-	-	-	-	-	-	-
Bellman (hotel)	2	2	-	2	2	-	-	-	-	-	-	-
Chauffeur	16	16	-	4	4	-	5	5	-	7	7	-
Cleaning, Dyeing, Pressing	14	12	2	3	3	-	2	2	-	9	7	2
Elevator Operator	8	6	2	2	2	-	-	-	-	6	4	2
Hairdresser	15	-	15	3	-	3	4	-	4	8	-	8
Practical Nurse	23	-	23	1	-	1	11	-	11	11	-	11
Restaurant, Cafe Keeper	1	1	-	1	1	-	-	-	-	-	-	-
Janitor	8	8	-	1	1	-	2	2	-	5	5	-
Maid, private home	67	-	67	1	-	1	1	-	1	65	-	65
Cook, private home	9	2	7	1	-	1	3	-	3	5	2	3
Waiter, Waitress	33	8	25	5	2	3	3	1	2	25	5	20
Clerical Service	39	11	28	-	-	-	-	-	-	-	-	-
Clerk (Except in store)	7	-	7	2	-	2	-	-	-	5	-	5
Messenger	7	7	-	2	2	-	3	3	-	2	2	-
Office Attendant	19	4	15	-	-	-	5	1	4	14	3	11
Stenographer	6	-	6	3	-	3	-	-	-	3	-	3

Types of Employers.— More than half, or 57.6 per cent of the graduates were employed by concerns operated by white persons, including private white families where large numbers of those in domestic and personal service worked. Table XII shows also that the various governments, federal, state, and local, furnished work for 22.4 per cent, which is higher than is to be expected. This is accounted for by the fact that a number of persons are employed on Works Progress Administration projects as teachers, clerks, seamstresses, and playground leaders.

TABLE XII.

TYPES OF EMPLOYERS

TYPES OF EMPLOYERS	NUMBER OF PERSONS EMPLOYED					
	Total			Per cent		
	T	M	F	T	M	F
All Employers	241	79	162	100.0	32.7	67.3
Government	54	7	47	22.4	11.1	88.9
White	139	52	87	57.6	37.4	62.6
Negro	35	13	22	14.5	37.1	62.9
White & Negro	2	0	2	0.8	0.0	100.0
Self	11	7	4	4.7	55.5	44.5

Another 14.5 per cent are working for Negro concerns. These persons work in small Negro businesses, and in clerical and office work for professional men and women of the Negro race.

Two girls were employed in a Negro and white concern. A special investigation was made to find out just what type of work was performed by these two individuals. One was a teacher in a parochial school where the white board paid the salary, but the school was under the supervision of the trustees of the Negro church. This worker was hired by the white board upon recommendation of the trustees of the church, and worked subject to regulation by the trustees. The other was a clerk for a loan company, for which the white employer furnished the money. These individuals considered the employer as "white and Negro", but they might well be called either "white" or "Negro".

Degrees of Satisfaction.— The degrees of satisfaction and reasons for dissatisfaction are displayed in Tables XIII and XIV. There seems to be a high degree of satisfaction with the job, the employer, and the general working conditions, especially among the males.

TABLE XIII.

DEGREE OF SATISFACTION

SATISFACTION	NUMBER OF PERSONS, BY SCHOOLS														
	Total			Per cent			Ballard			Spencer			Washington		
	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F
Totals of all Schools	241	79	162	100.0	32.7	67.3	45	18	27	56	22	54	140	39	101
Satisfied	140	44	96	58.6	31.4	68.6	30	10	20	22	10	12	88	24	64
Dissatisfied	75	27	48	31.1	36.0	64.0	13	7	6	19	7	12	43	13	30
Indifferent	26	8	18	10.3	30.7	69.3	2	1	1	15	5	10	9	2	7

The major reason for this satisfaction is that the males work on public jobs and for business firms where the hours for

TABLE XIV

REASONS FOR GRADUATES DISSATISFACTION ON THE JOB

[illegible]

working have been regulated and the work definitely planned and routinized, whereas many of the dissatisfied among the females were working for private white families. There seems to be an apathy toward domestic and personal service in the private family, because of the long hours, the poor pay, and the indefiniteness of what is expected of them in the daily tasks. Many are anxious to raise their type of employment, from domestic and personal service to professional or clerical service. A number of others are dissatisfied with the work, because the chances of promotion from the present status are so slight, and they wish to return to school, where they may better fit themselves to do work for which they are capable, or for which they feel that they have talent.

In Table XV, a comparison of specific occupations with types of employers is made. Here it is found that 57.6 per cent of the group found employment with white concerns, and that the jobs were scattered among all types of occupations, with the largest number in domestic and personal service, and the smallest number in professional service. Among the government employees were clerks, seamstresses, nurses, recreational leaders, and teachers. With the exception of two girls, all teachers were paid from public funds and were classified as government employees. Of these exceptions, one girl taught a private school at a factory (the children of the employees), and was considered an employee of the factory; the other taught the parochial school described elsewhere in this report (see page 35).

The graduates employed by Negro concerns were engaged in manufacturing and mechanical industries and in trade. These worked at such trades as carpenter and seamstress, or in Negro business, such as bakery, store, insurance company, or newspaper publishing agency.

TABLE XV

DISTRIBUTION OF GRADUATES BY OCCUPATIONS AND TYPES OF EMPLOYERS

SPECIFIC OCCUPATIONS	TYPES OF EMPLOYERS																	
	Total			Government			White			Negro			White & Negro			Self		
	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F
Totals for all occupations	241	79	162	54	7	47	139	52	87	35	13	22	2	-	2	11	7	4
Agriculture	3	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Farmer (hand)	3	3	-	-	-	-	3	3	-	-	-	-	-	-	-	-	-	-
Manufacturing and Mechanical Industries	35	14	21	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Carpenter	5	5	-	-	-	-	2	2	-	1	1	-	-	-	-	2	2	-
Seamstress	11	-	11	10	-	10	-	-	-	-	-	-	-	-	-	1	-	1
Operative (bakery)	1	1	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-
Operative (factory)	18	8	10	-	-	-	18	8	10	-	-	-	-	-	-	-	-	-
Trade	10	8	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Clerk in Store	3	2	1	-	-	-	-	-	-	2	1	1	-	-	-	1	1	-
Insurance Agent	2	2	-	-	-	-	-	-	-	2	2	-	-	-	-	-	-	-
Porter (store)	3	3	-	-	-	-	3	3	-	-	-	-	-	-	-	-	-	-
News Dealer	2	1	1	-	-	-	-	-	-	2	1	1	-	-	-	-	-	-
Public Service	6	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Porter	6	6	-	-	-	-	5	5	-	1	1	-	-	-	-	-	-	-
Professional Service	42	6	36	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dentist	1	1	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-
Musician	2	-	2	-	-	-	-	-	-	1	-	1	-	-	-	1	-	1
Nurse (trained)	3	-	3	3	-	3	-	-	-	-	-	-	-	-	-	-	-	-
Teacher	27	-	27	25	-	25	1	-	1	-	-	-	1	-	1	-	-	-
Recreation Leader	9	5	4	9	5	4	-	-	-	-	-	-	-	-	-	-	-	-
Domestic and Personal Service	117	33	84	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Bellman (hotel)	2	2	-	-	-	-	2	2	-	-	-	-	-	-	-	-	-	-
Chauffeur	8	8	-	-	-	-	8	8	-	-	-	-	-	-	-	-	-	-
Cleaning, Dyeing, Pressing	8	8	-	-	-	-	5	5	-	-	-	-	-	-	-	3	3	-
Elevator Operator	4	4	-	-	-	-	4	4	-	-	-	-	-	-	-	-	-	-
Hairdresser	4	-	4	-	-	-	-	-	-	3	-	3	-	-	-	1	-	1
Practical Nurse	15	-	15	-	-	-	15	-	15	-	-	-	-	-	-	-	-	-
Restaurant, Cafe	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Keeper	1	1	-	-	-	-	-	-	-	1	1	-	-	-	-	-	-	-
Janitor	6	6	-	-	-	-	6	6	-	-	-	-	-	-	-	-	-	-
Maid (private home)	49	-	49	-	-	-	49	-	49	-	-	-	-	-	-	-	-	-
Cook (private home)	6	1	5	1	1	-	5	-	5	-	-	-	-	-	-	-	-	-
Waiter, Waitress	14	3	11	-	-	-	10	3	7	4	4	4	-	-	-	-	-	-
Clerical Service	28	9	19	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Clerk (Except in store)	6	-	6	5	-	5	-	-	-	-	-	-	1	-	1	-	-	-
Messenger	4	4	-	1	1	-	3	3	-	-	-	-	-	-	-	-	-	-
Office Attendant	12	2	10	-	-	-	-	-	-	12	2	10	-	-	-	2	1	1
Stenographer	6	3	3	-	-	-	-	-	-	4	2	2	-	-	-	-	-	-

TABLE XVI.

METHODS OF SECURING THE PRESENT JOB

METHODS	NUMBER OF PERSONS, BY SCHOOLS											
	Total			Ballard			Spencer			Washington		
	T	M	F	T	M	F	T	M	F	T	M	F
Totals for all Methods	241	79	162	45	18	27	56	22	34	140	39	101
Public Employment Agency	19	4	15	2	-	2	4	2	2	13	2	11
Private " "	4	3	1	1	-	1	-	-	-	3	3	-
Relatives	49	20	29	7	5	2	7	5	2	35	10	25
Friends	84	29	55	13	7	6	27	11	16	44	11	33
Principal, or Teacher	11	2	9	2	-	2	7	2	5	2	-	2
Direct Application	74	21	53	18	6	14	11	2	9	43	13	30

A few others were employed by small Negro business concerns to do domestic and personal service, or clerical service in the establishment. Popular types of service among this group were hairdressers, waiters, waitresses, and attendants in doctors' offices. An especially large number are doing business for themselves, the males outnumbering the females. Even though the group of at-home hairdressers is growing rapidly, the female hairdressers of this group seem to prefer work at a hair-dressing establishment. Most of these are single women and prefer work away from home, at a regular, though sometimes small wage, to the indefinite engagement plan practiced by those who remain at home.

Methods of Securing Jobs.- It is very interesting to find out, as revealed by Table XVI, that it is not the custom among these individuals to use employment agencies, public or private, to secure jobs, but that their jobs were secured largely through friends, relatives, and personal application. Most of those who used the public employment agency came from relief rolls and were employed on government projects. No student was placed by the Public School Placement Bureau, for the simple reason that such a thing does not exist at any of the schools, even where there is supposed to be a Vocational Guidance set-up. Very few were placed by teacher, or principal. Teachers and principals, though interested, have not been active in placing students, or in following up their work. Their activity seldom goes beyond securing a simple report from the graduates on what they are doing, and how they are succeeding.

From Table XVII, one can see that direct application plays a large part in securing jobs of all types. Personal appearance and personality are becoming more and more necessary qualifications on any job.

TABLE XVII.

TYPES OF JOBS COMPARED WITH METHOD OF SECURING PRESENT JOB

TYPES OF JOBS				METHOD OF SECURING JOB																				
				Public Employment Agency			Private Employment Agency			Relatives			Friends			Principal or Teacher			Direct Application					
Totals				T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F			
Totals for all Types				241	79	162	19	4	15	4	3	1	49	20	29	84	29	55	11	2	9	74	21	53
Agriculture				3	3	-	-	-	-	-	-	-	-	-	1	1	-	-	-	-	2	2	-	
Manufacturing and Mechanical Industry				35	14	21	6	-	6	-	-	-	5	3	2	15	8	7	-	-	-	9	3	6
Trade				10	8	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	2	-	
Public Service				6	6	-	-	-	-	-	-	-	-	-	2	2	-	-	-	-	4	4	-	
Professional Service				42	6	36	9	2	7	-	-	-	-	-	8	-	8	9	2	7	16	2	14	
Domestic and Personal Service				117	33	84	-	-	-	4	3	1	44	17	27	58	18	40	-	-	-	41	8	33
Clerical				28	9	19	4	2	2	-	-	-	-	-	-	-	-	2	-	2	-	-	-	

The clerical jobs which were supposed to have been secured from public employment agencies, were really secured through a combination of direct application and public employment agency. Friends play a large part in job placement. They know the requirements of certain types of work, and recommend those whom they know are able to meet these requirements. They afterward follow them up and coach them on the job. This accounts for the large number of those in the factories and in the domestic and personal service jobs who secured work through friends. Domestic and personal service applicants are no longer able to get desirable work through private employment agencies as they formerly did, because employers who pay attractive wages want a better recommendation than they can get from the private employment agent, who is not always discriminating in his selection of applicants.

Mobility of Occupations.- In studying the mobility of occupations, there were 84 graduates who had had no jobs, and were not counted; the 308 who had at some time had a job, were the persons considered. Of these, some had more than one job, and a count was made for each job. Table XVIII reveals the findings. Some jobs were seasonal, lasting only a week or a few days, which accounts in part for the number of jobs of less than a month. Examples of these seasonal jobs are; worked at Post Office during the holiday rush; worked as demonstrator at the Southeastern Fair; worked on his aunt's job while she was ill. The first job, where more than one job has been held, was usually held only a short time. Over the entire 10-year period, very few had held any job over 5 years, apparently showing that it takes the average high school graduate from 3 to 4 years to find a satisfactory job. Many job changes did not involve a change in type of job, as revealed in the fact that one teacher had four jobs in four different schools, -one year at each of the first three, and then three years at

TABLE XVIII

OCCUPATIONAL MOBILITY OF GRADUATES

SCHOOLS	LENGTH OF TIME ON JOB																										
	Totals			Less than 1 month			1 month, less than 6 months			6 months, less than 1 year			1 year, less than 2 years			2 years, less than 3 years			3 years, less than 4 years			4 years less than 5 years			5 years and over		
	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F
Total jobs for all Schools	396	143	253	49	10	39	39	24	15	57	25	32	124	41	83	64	20	44	28	7	21	155	8	7	20	8	12
Ballard	80	29	51	7	1	6	5	3	2	12	5	7	25	10	15	14	5	9	3	1	2	5	2	3	9	2	7
Spencer	72	35	37	7	3	4	9	7	2	15	8	7	25	11	14	13	4	9	3	2	1	-	-	-	-	-	-
Washington	244	79	165	35	6	29	25	14	11	30	12	18	74	20	54	37	11	26	22	4	18	10	6	4	11	6	5

the last. Females held jobs for shorter periods than males, -one month, two months, six months, and so forth, while the males seldom changed jobs under six months or one year.

In comparing the years out of school with the number of jobs on which employed, it is found from Table XIX, that only 9.7 per cent of the males were first-job seekers, while 25.6 per cent of the females had never landed a job, which was 21.8 per cent of the total count. Of these first-job seekers, about one-fourth had been out of school for one year; another one-fourth had been out two years; and the others were scattered all the way from three to ten years. There was only one male job-seeker after the second year of graduation, and only married females were jobless from five to ten years after graduation. Practically all who were looking for jobs had found them by the end of the fourth year from graduation. Those who had more than one job, held the first ones for only a short period, and then finally settled down to one job for a long period. Of those who were successful in landing jobs, 42.8 per cent equally distributed between males and females, had had only one job; 27.2 per cent had two jobs; 5.8 per cent had three jobs, 2 per cent had four jobs. Of these holding jobs for two, three, and four years, a much greater percentage was among the males. Above four jobs, the number of males was negligible showing that the mobility of occupations was greater among women than among men. No males had held more than four jobs, while one woman had held five jobs, and another one had held six jobs. Among the men, a change of job most often meant a change of type of job, while the women simply changed employers, going from one job to another, looking for better pay, and for shorter hours, but doing the same type of work.

TABLE XIX

NUMBER OF YEARS OUT OF SCHOOL COMPARED WITH NUMBER OF JOBS ON WHICH EMPLOYED

YEARS OUT OF SCHOOL	NUMBER OF JOBS																										
	TOTAL			PER CENT			0			1			2			3			4			5			6		
	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F
Number	392	95	297				84	9	75	168	41	127	107	34	73	25	7	18	8	4	4	1	-	1	1	-	1
Per Cent	100.0	24.2	75.8				21.8	9.7	25.6	42.8	43.1	42.7	27.2	35.7	24.5	5.8	7.3	5.3	2.0	4.2	1.3	0.2	-	0.3	0.2	-	0.3
1	83	29	54	21.1	30.5	18.1	26	5	21	32	10	22	20	12	8	3	1	2	2	1	1	-	-	-	-	-	-
2	88	24	64	22.4	25.2	21.5	23	3	20	43	13	30	16	5	11	8	3	5	-	-	-	-	-	-	-	-	-
3	71	18	53	18.1	18.9	17.8	11	-	11	31	6	25	23	8	15	4	2	2	2	2	-	-	-	-	-	-	-
4	43	11	32	10.9	11.5	10.7	10	1	9	20	5	15	11	4	7	1	-	1	1	1	-	-	-	-	-	-	-
5	32	2	30	8.1	2.1	10.0	7	-	7	16	2	14	6	-	6	2	-	2	1	-	1	-	-	-	-	-	-
6	20	5	15	5.1	5.7	5.0	1	-	1	8	3	5	8	1	7	3	1	2	-	-	-	-	-	-	-	-	-
7	18	2	16	4.5	2.1	5.3	2	-	2	7	-	7	6	2	4	2	-	2	-	-	-	1	-	1	-	-	-
8	12	1	11	3.0	1.0	3.7	1	-	1	4	-	4	6	1	5	1	-	1	-	-	-	-	-	-	-	-	-
9	22	3	19	6.1	3.0	6.9	2	-	2	6	2	4	11	1	10	1	-	1	1	-	1	-	-	-	1	-	1
10	3	-	3	0.7	-	1.0	1	-	1	1	-	1	-	-	-	-	-	-	1	-	1	-	-	-	-	-	-

TABLE XXI.

NUMBER WHOM SCHOOL HAS SOUGHT TO IMPROVE IN VOCATIONAL STATUS

SCHOOLS	NUMBER OF ANSWERS								
	Totals			Yes			No		
	T	M	F	T	M	F	T	M	F
Totals from all Schools	392	95	297	12	2	10	380	93	287
Ballard	61	22	39	3	-	3	58	22	36
Spencer	78	25	53	6	2	4	72	23	49
Washington	253	48	205	3	-	3	250	48	202

There is nothing on the part of either the school or the graduate that rightly could be called negligence, but follow-up work simply has not been done, and no one has taken the initiative in doing it in a way that will make it felt among the graduates, to the extent that they feel free to consult their principals and teachers along these lines. Counselling and follow-up work seem to be the rule at Spencer more so than at the other schools.

From the foregoing analysis, it is apparent that high school graduates, for the most part, are neither entering vocations for which they have received training, nor for which they have a special liking. Since a growing percentage of high school pupils, for reasons financial and otherwise, can not enter college, but must begin to earn a living for themselves, sound and effective social and vocational guidance at the high school level would certainly make for earlier and more complete satisfaction among adult workers.

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this chapter is to summarize the data set forth in the preceding chapters, and to offer a few recommendations which may be of help in focusing attention on some things which might reasonably be undertaken.

Summary

Throughout the state of Georgia, a limited number of Negro high school students have been exposed much longer than the whites to courses in vocational education. These early offerings were wholly in the private schools, which schools were aided by private foundations, such as the Jeanes and Slater Funds and by the General Education Board. During the last few years, the number of public high schools has increased rapidly, and, with the increase in number, there has been greater emphasis on vocational training. There is very slight mobility among these high school graduates, and yet, in no instances, have the schools capitalized on the teaching of local occupations. The students seem not to have had any forethought about choosing their vocation, but have simply drifted into any type of work available at that time, and in that locality. Vocational courses are not popular choices of the students in high school, and the graduates have had very little need for the special vocational courses taken. The males, though more largely employed, and working in a greater variety of occupations, have fewer school shops and fewer vocational courses open to them than females.

Even though times have changed greatly, the offerings in the schools have remained about the same as when the private institutions began to offer them, and, in none of the schools, have the newer industries, such as metal work, electricity, radio, or beauty culture, have been offered. The outmoded woodshop is still in vogue in all the schools. Summer work has meant nothing to the few who did work, so far as training for an after-high school vocation, for they generally followed other lines of work. The government occupies a conspicuous place in giving employment to many, through newly created occupations. The chief reasons for the dissatisfaction of the few dissatisfied are small pay and menial work. Jobs are secured largely through friends or by self-initiative. Boys find satisfactory employment sooner than girls, but it usually takes two or three years for either to find such employment.

Only two of the fifty-six four-year high schools of the state claim to have a definite program of guidance. These schemes are elaborate and cover the field thoroughly, but the work lags because there is no trained person to administer the program. The following courses are being offered in the various high schools,--Home Economics, Carpentry, Manual Training, Auto Mechanics, Masonry, Agriculture, Dressmaking, Tailoring. According to Bullock and Chivers, in *Vocational Guidance for Negroes*, "The primary value of these courses is:

- (1) To introduce youths to the basic techniques of the particular vocations.
- (2) To make them more serviceable in their homes.
- (3) To acquaint them with certain elementary knowledge which will broaden the scope of their usefulness. None of these schools offers complete training in the above occupational fields."

11

11

The lay public and the directors of public education have been aroused; the state and Federal governments are assuming responsibility for the development of educational programs which aim for the highest type of citizenship; the schools are introducing programs of guidance designed to acquaint pupils with problems of life in a democracy, one of the most important of which is the problem of earning an adequate living. The time certainly seems ripe then for capitalizing this unusual and widespread interest in a reinterpretation of the present program of secondary education, and for the establishment of one flexible enough to care for all the pupils.

Recommendations

1. It is recommended that there shall be placed in all four-year high schools of the state, at least one person trained in Guidance and interested in the same, who, with the cooperation of the principals, teachers, and students, shall emphasize every phase of the scheme, "gathering information, disseminating this information, providing counseling, and doing placement and follow-up work."
2. It is further recommended that more exploratory courses in vocations, even at the expense of purely literary courses, if necessary, be provided. In addition to giving preparation for entering college to pursue vocational courses offered by the colleges of our state, there should be exposure to many occupations which require a general high school education, but little or no special training, such as office helpers, office attendants, store helpers, and minor clerical occupations; there should be additional courses in trades, such as cabinet-makers, electricians, painters, and printers; there should be a chance for workers in various agricultural pursuits, such as, gardening, poultry raising, dairying, and landscaping; there should be special training for domestic and personal service, for butlers, chauffeurs, laundresses, maids, and waitresses.

These should be given by competent and trained persons, who can convince boys and girls that these occupations offer worth while vocational careers.

3. A final recommendation is that, through the Adult Education Movement, or through University Extension Schools, the local and Federal authorities throughout the State, assume the responsibility of providing centers where young high school graduates who must begin to earn, may continue to improve their vocational status. "Under the present conditions of rapid social change, no system of education during youth can possibly be an adequate training for life. A continuous system of education and re-education is required extending into adult life."¹²

Dr. Ambrose L. Suhrie, speaking at a summer school forum, July 15, 1937, on the topic, "The Education of the Future" said: "Education must be increasingly dynamic, increasingly allied to life. It must be constantly changing to keep up with the times. The education of the future will place more emphasis on preparing for more intelligent use of leisure in an effort to overcome the deadly routine of our industrial life. Modern industry has taken the creative element out of work. Occupations, particularly here in the United States, provide less and less satisfaction to human life. Unless schools and colleges develop projects that inspire men and women to create, we are going to degenerate rather than evolve. The outstanding principle of the education of the future, moreover, will be its universality, its availability to all. Even among the most disadvantaged groups in America, great progress has been made to the end that increasingly opportunity for a full education is being made available to all."¹³

12

Harold A. Phelps. Contemporary Social Problems. New York. 1936. p. 386

13

The Atlanta University Summer School. The Summer School Bulletin. No. 17 (July 16, 1937).

APPENDIX A.

PERCENTAGE DISTRIBUTION OF NEGROES IN OCCUPATIONAL GROUPS, IN 1930, IN THE U. S., IN GEORGIA;
AMONG PARENTS AND GRADUATES STUDIED, IN 1936.

	- 1930 -		- 1936 -	
	U. S.	Ga.	Parents	Graduates
Agriculture	36.1	53.4	2.4	1.2
Forestry and Fishing	0.6	0.9	0.0	0.0
Extraction of Minerals	1.4	0.5	0.0	0.0
Man. & Mech. Industries	18.6	22.4	26.5	14.5
Trans. & Communication	7.2	8.7	1.6	0.0
Trade	3.3	4.4	7.0	4.1
Public Service	0.9	1.1	4.5	2.4
Professional Service	2.5	1.4	7.8	16.8
Dom. & Pers. Service	28.6	7.0	50.2	49.8
Clerical Service	0.7	0.2	0.0	11.2

INQUIRY CONCERNING HIGH SCHOOL GRADUATES

1. Name _____ Sex: (Circle one) Male, Female
2. Present Address: City or town _____ County _____ State _____
3. High School attended _____ City or town _____ State _____
4. Age nearest birthday _____ Date of birth _____ Place of Birth _____
5. At what age did you leave school? _____ Were you graduated? (Circle)
Yes, No.

6. What curriculum did you pursue in high school? Check (X)
- a-() Academic or c-() Industrial Arts f-() Home Economics
Coll. Prep. d-() Teacher Training g-() Commercial
b-() Trades e-() Agricultural h-() Other (specify)

7. How many jobs have you held since you left school, how long at each, and reason for changing jobs? If enrolled in a school at present, write "student" as last "job".

Job	Length of time employed		Reason for changing
	Years	Months	
1. _____			
2. _____			
3. _____			
4. _____			

8. Schooling and Vocation:

- a. To what extent has your training in school functioned in your present vocation? (Underscore): Very well; Fairly well; Poorly.
- b. Have you had special training in school for your present job?
- c. Do you think you could have done as well in your vocation without the special training you received in school?
- d. Did the fact that you have had some vocational training, (1) help, (2) hinder, or (3) have no effect, on your securing work? (Underscore which)
- e. What phase of your vocational course have helped you most in your work? _____

9. How did you secure your present job? Check (X) one:

- 1-() Public employment agency 5-() Public school placement
2-() Private employment agency bureau
3-() Relatives 6-() Principal or teacher
4-() Friend 7-() Direct application

10. With what type of concern are you employed at present? Check (X) one.

- 1-() Government 4-() White and Negro
2-() White 5-() Self
3-() Negro

11. Are you satisfied with your present job? Circle: Yes, No

12. Why are you dissatisfied?

1- _____

2- _____

3- _____

13. What subjects did you prefer in high school? Name in order of choice:
First choice _____ Second choice _____ Third choice _____

14. Indicate most important reason for your curriculum choice.

15. Were you employed during your high school career? Circle: Yes, No

If so indicate type of work (whether part-time, summer or both), and length of service during enrollment in each grade.

16. Did your school authorities render you assistance in securing employment? Circle one: Yes, No

17. To what extent have you sought advice from your former principal or teachers in connection with your vocation? _____

18. To what extent has your school kept in contact with you for the purpose of helping you to improve your vocational status? Explain: _____

19. INFORMATION CONCERNING FAMILY:

Father: circle - living, dead; occupation _____

Mother: circle - living, dead; occupation _____

No. of brothers living: older _____ younger _____

No. of sisters living: older _____ younger _____

INQUIRY CONCERNING VOCATIONAL EDUCATION IN HIGH SCHOOLS

1. Name of School _____
2. " " city or village _____
3. Post Office _____ State _____
4. Name of person interviewed _____ Position _____
5. Kind of school: Check (X)
- | | |
|---------------------------------|-------------------------------|
| a. () Academic high school | d. () Industrial high school |
| b. () Cosmopolitan high school | e. () Agricultural " " |
| c. () Technical " " | |
6. Types of courses offered in this institution. Check (X) which:
- | |
|------------------------------|
| a. () Academic only |
| b. () Academic & Vocational |
| c. () Vocational only |

7. List all courses offered in Vocational education:

Name of Course	First year offered	No. of yrs. offered	Year dropped	Units of graduation credit	No. of Teachers
a. Agricultural					
(1) _____					
(2) _____					
(3) _____					
b. Home Economics					
(1) _____					
(2) _____					
(3) _____					
c. Trade & Industrial					
(1) _____					
(2) _____					
(3) _____					
d. Business & Commercial					
(1) _____					
(2) _____					
(3) _____					
e. Others					
(1) _____					
(2) _____					
(3) _____					

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